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ABSTRACT

In this study, 3 institutes (summer 1970) for training teachers of migrant children were evaluated. Whether the 3 institutes brought about positive attitude change in the participants was selected as the basis of the evaluation, which used a non-equivalent control group design. There were 3 measures of teacher attitude: an adaptation of a semantic differential, a 50-item Likert-type scale, and a test devised for this study consisting of a series of paragraphs on a given topic representing a continuum of viewpoints. Participants' experiences during the workshops were monitored through use of post-meeting reaction sheets. Findings from the pre- and post-measures of attitude revealed (1) a significant gain for participants on the attitude scale and the paragraph test using analysis of covariance on the data and (2) changes in attitudes on the semantic differential using a modified Wilcoxon matched-pairs signed-ranks test on the data. Although an insufficient number of complete sets of post-meeting reaction sheets was received, limiting the nature of the recommendations that could be made, the sheets indicated generally positive reactions to events of the institutes. Also, continuation of the basic format of the institutes was encouraged; this included considerable use of consultants, the experience of working with migrant children in a special summer school, and the use of discussions throughout the institutes. Other recommendations included specifying more precisely what dimensions of attitude change are to be achieved by the institutes and planning some experiences to achieve the changes. (Author/NQ)

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MONITORING AND EVALUATION OF SUMMER WORKSHOPS FOR TEACHERS OF MIGRANT CHILDREN

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ERIK COLLINS

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NEW YORK STATE CENTER FOR MIGRANT STUDIES

Summer 1971

State University College of Arts and Science
Geneseo, New York
14454

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ERIK COLLINS

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ABSTRACT

Whether the three summer institutes for training teachers of migrant children achieved attitude change in their participants was selected as the basis of the evaluation. Attitude change was defined as a change toward an attitude of empathy toward migrant parents and their children including an awareness of the hardships of their life, optimism about the potential of migrant children, and optimism about the power of education and the teacher's own role in helping migrant children.

A non-equivalent control group design was used. There were three measures of teacher attitude: an adaptation of the semantic differential, a 50-item Likert-type scale, and a test devised especially for this study consisting of a series of paragraphs on a given topic representing a continuum of viewpoints. The participants' experiences during the workshops were monitored through the use of post-meeting reaction sheets.

Findings showed a significant gain for the participants in the institutes on the attitude scale and the paragraph test using the analysis of covariance, and changes in meanings on the semantic differential. On the post test, there were fewer or no differences between these concepts: parents of migrant children and their parents, and migrant child and child. Several concepts also gained on the activity dimension.

An insufficient number of complete sets of post-meeting reaction sheets was received, limiting the nature of the recommendations that could be made. The post-meeting reaction sheets indicated generally positive reactions to the events of the institutes, and a continuation of the basic format of the institutes was encouraged. This included considerable use of consultants, the experience of working with migrant children in a special summer school, and the use of discussions throughout the institute. Specific recommendations included specifying more precisely what dimensions of attitude change are to be achieved by the institute and planning some of the experiences to achieve that particular change.

NEW YORK STATE CENTER FOR MIGRANT STUDIES

The New York State Center for Migrant Studies is an independent organization devoted to professional research in the areas of education, employment, community relations and other aspects of the conditions of migrant labor in the State of New York.

The principal purposes are to initiate studies relevant to understanding and improving the conditions of the migrant, and to publish and disseminate these studies. The New York State Center for Migrant Studies, co-sponsored by the New York State Education Department's Bureau of Migrant Education, John Dunn, Chief, and the State University College of Arts and Science at Geneseo, New York, Robert W. MacVittie, President, was founded in February 1968.

The study has been recommended for publication by the Publications Committee of the Executive Council of the Center as an important contribution to the understanding of the migrant problem. It has been approved by the Executive Council of the Advisory Board of the Center except as specifically indicated and supercedes all previous drafts released for private circulation prior to publication. However, the interpretations and conclusions of the study are those of the author and do not necessarily represent the official position of the Center.

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INTRODUCTION TO STUDY

The purpose of this study was to evaluate three institutes, summer of 1970, for the training of teachers of migrant children, which were supported by the New York State Bureau of Migrant Education. As described by both Mager (1961) and Cook (1966), realistic program evaluation is accomplished through determining a baseline and measuring progress from this baseline toward the stated program objectives.

Objectives for the three institutes included increasing the participants' knowledge about historic and present conditions of migrant life, increasing their skill in dealing with migrant children in the classroom, teaching them to set up new programs for migrant education, and achieving positive attitude change for the participants. A thorough evaluation of the three institutes with respect to all of their stated objectives would have been beyond the scope of the resources allocated for the study, and it was decided to use one objective, attitude change.

Attitude change was selected because teacher attitude is crucially important in compensatory education (Gordon, 1969; see also Clark, 1965; Kirst, 1968; Martin, 1968). Edmund Gordon defines teacher attitude in compensatory education as follows: "The teacher of disadvantaged children should believe that they can learn and that he can create the necessary conditions for learning; e.g. by being amenable to experimentation and innovation in directed learning. He must understand the life conditions of his students and the sociology of the school that he is teaching in so that he can be a stabilizing influence on his students (1969, p. 4)." Attitude change was defined for this study as a change toward an attitude of empathy for migrant parents and their children including an awareness of the hardships of their life, optimism about the potential of migrant children, and optimism about the power of education and the teacher's own role in helping migrant children.

There were several advantages to a focus on teacher attitude. Changing teacher attitude was a common objective to all three institutes, and it was possible to give attitude pretests and posttests to both participants in the institutes and to members of a control group. It was also determined that one set of attitude measures could be used with each of the institutes, since the institutes did not have differing operational definitions of teacher attitude.

In addition to direct pre and post measures of attitude, the three institutes were monitored through the use of PMR's (Post Meeting Reaction sheets), which all of the participants were to fill out after significant events of the institutes.

The main question to be answered by the study was: Did the participants in the institutes experience a greater attitude change than if they had not attended the institutes? Another question was, simply, what the dimensions of these attitudes were. This is discussed in Appendix A.

METHOD

Design of the study

The study utilized a "quasi-experimental design," the non-equivalent control group design (Campbell & Stanley, 1963). This design was used because the study included an experimental group, the institutes for teachers of migrant children, and a control group, a graduate course in education. Each of the two groups was given a pretest and a posttest battery.

Potential sources of invalidity. In this study, the treatment was spread out over several weeks, four, five and six weeks for the three institutes respectively, rather than being confined to a single session. Consequently, intrasession history events such as the NBC documentary on the migrant worker and the publicity attending the settlement of the grape workers' strike in California which occurred during the course of the three institutes is relatively well controlled for.

These subjects, however, had sought out exposure to the experimental treatment, the experiences of the institutes, and there was no control group available from a similar population. In a discussion of this problem, Campbell and Stanley observe that: "The assumption of uniform regression between the experimental and control groups becomes less likely, and selection-maturation interaction (and the other selection interactions) become more probable," but conclude, however, that although self-selection does weaken the design, "it (the use of a control group) does provide information which in many instances would rule out the hypothesis that X (the treatment) has no effect. The control group, even if widely divergent in method of recruitment and in mean level, assists in the interpretation (1963, p. 220)."

Subjects

The participants in each of the three institutes were selected by the directors on the basis of interest in teaching migrant children, and likli-hood of actually working with migrant or other disadvantaged children in the following year. There were 25, 24 and 25 subjects from whom complete sets of scores were obtained in the Brockport, Fredonia and Geneseo institutes. They were all certified teachers, some about to begin their first year, but most were experienced teachers. The control group consisted of students in a graduate course in education, who were also certified teachers, most of them experienced. Complete sets of data were obtained from 29 out of 30 members of this control group.

The experimental and control groups were not significantly different at the .01 level on pretest scores on either the attitude scale (Table 1) or the paragraph test (Table 2). This would tend to help rule out regression and selection-maturation interaction. Since neither group was selected on the basis of extreme scores, the plausibility of regression as a rival hypothesis is further weakened.

TABLE 1

Analysis of Variance between Participants in the Institutes and Members of the Control Group on Attitude Scale Pretest

Source of Variation	df	MS	F
Between groups	1	1020.64	3.80 NS
Within groups	101	268.26	

TABLE 2

Analysis of Variance between Participants in the Institutes and Members of the Control Group on Paragraph Test Pretest

Source of Variation	df	MS	F
Between groups	1	85.33	4.88*
Within groups	101	17.48	

Description of instruments

Three instruments were used: an adaptation of the semantic differential, a paragraph attitude test, and an attitude scale. The semantic differential (Osgood, 1957) was used (see Appendix B.1.) to measure the meaning of each of the following concepts: grower, parents of migrant children, child, work, teacher of migrant children, crew leader, parents, migrant child, unemployment, poverty, and social welfare recipient. The meaning of each of these concepts was measured in terms of its association with each of the three dimensions of the test, evaluation (good or bad), potency (strong or weak), and activity (active or passive). The precision of this test would show more specific differences in meanings of concepts than would a test giving an overall score, although information from total score tests would still be needed to place these specific meanings in an overall context (Snider and Osgood, 1969).

The second test, a paragraph attitude test, was devised to enable the subject to describe his own feelings about migrant life with respect to these dimensions which constitute the major ones of this test: Migrancy and Human Development, Causes of Poverty and Rural Migrancy, Ease of Escape from Poverty, and Education and the Migrant Worker (Appendix B.2.). This test, the general form of which was developed by Dr. Louis Raths, consists of a series of paragraphs on each of the dimensions representing a continuum of viewpoints. For example, on the topic Migrancy and Human Development, there were six paragraphs, the points of view of which range from: migrant life is good for children and migrant children are "better off" than other children, to: the life is bad for children and leaves migrant children with many important deficits. The other topics listed above had, respectively, six, seven, and seven paragraphs, each topic representing a continuum of viewpoints.

The topics of these sections were developed from the operational definition of attitude change given earlier in this monograph. The topics Migrancy and Human Development, Causes of Poverty and Rural Migrancy, and Ease of Escape from Poverty were chosen to measure "an attitude of empathy toward migrant parents and their children, including an awareness of the hardships of their life." Education and the Migrant Worker was chosen to measure "optimism about the potential of migrant children and optimism about the power of education and the teacher's own role in helping migrant children."

The literature of cultural deprivation and migrant education, principally Coles (1965, 1970), Cowles (1967), Bureau of Elementary Curriculum Development (1968), Austin (1965), and Gordon and Wilkerson (1966), was reviewed for material which would be incorporated in the paragraphs. After a series of paragraphs had been prepared on each topic, they were arranged in random order so that the continuum would be less visible, and the test was independently presented to six judges. These judges were experts in the field of migrant education and ranked the paragraphs from "best" to "worst." (Instructions to judges shown in Appendix B.2.3.). The Kendall Coefficient of Concordance (Seigel, 1956) between ratings of judges were all significant beyond the .01 level (Table 3).

TABLE 3

Kendall Coefficient of Concordance for Ranks Assigned to Paragraphs by Judges for each Section of Paragraph Test

Section	W^a	S
A	.92	566.17*
B	.87	519.34*
C	.91	879.39*
D	.71	685.39*

[a]Corrected for ties
*p less than .01

The test was presented in this form to the institute participants and to members of the control group with an answer sheet (Appendix B.2.2) on which, for each section, the respondent was asked to indicate whether he agreed with, felt uncertain about, or disagreed with, each paragraph. He was also asked to select one paragraph from each section which was closest to his own thinking and indicated how to change it to make it even closer to his own feelings on the subject. Posttest scores of the participants on this test showed significant correlations with posttest scores on the third test, an attitude scale (Table 4).

TABLE 4

Pretest and Posttest Correlations between Attitude Scale and Paragraph Test Scores for Participants in the Institutes and Members of the Control Group utilizing the Pearson product-moment correlation coefficient.

Test	GROUP			
	Control N 29	Brockport N 25	Fredonia N 24	Geneseo N 25
Pretest	.3792*	.1958	.1141	.4072*
Posttest	.2334	.5081***	.4771**	.4916***

* = p less than .05 ** = p less than .02 *** = p less than .01

The attitude scale used (Appendix B.3) was a 45 item summated rating (Likert-type) scale. This scale was adapted from an evaluation of an institute for teachers of the disadvantaged in New York City (Serf, 1967). Factor analysis of this scale had indicated four factors: optimism about the potential of disadvantaged children, 17 items; flexibility, 11 items; sensitivity, 6 items; and non-fear of physical harm, 6 items (Gerwirtz, 1966). Treating these factors as subscales, reliabilities were as follows: Optimism 82; flexibility, 70; sensitivity, 39; non-fear of physical harm, 57 (Gerwirtz, 1966). For the present study, the Hoyt reliability for the pretest was .79, .85 for the posttest, and .83 for the combined scores. This test was selected because these factors, especially "optimism about the potential of disadvantaged children," were consistant with the definition of attitude change used in the study. The only changes were in some wording of the items, changing "disadvantaged child" to "migrant child" and in adding 5 items similar to those in the sensitivity and non-fear of physical harm factors.

Seven forms of a post-meeting reaction sheet (PMR) were developed (See Appendix B.4.) to enable the subjects to tell, after a workshop experience, how much they learned, what they felt was the purpose for the experience, whether they had felt lost, and how they felt about their own participation in the categories of experiences: field trip, consultant, discussion, presentation by a staff member, working with children, readings, and a form which could be adapted for a variety of experiences.

Administration of attitude measures

The attitude measures were presented to all groups in the same order: semantic differential, paragraph test and attitude scale. Because of the value-laden content of the tests, it seemed necessary to attempt to minimize the response set, or tendency to make a socially desirable response to the instrument (Berg, 1967; Edwards, 1957), of the respondents. Subjects in both the experimental and control groups were given the same introduction to the tests. They were told that a study was being conducted to determine some dimensions of concepts and attitudes, and that since the study was supported by the Bureau of Migrant Education, the materials that were prepared all dealt with migrant life. The statement was made that it would not be difficult to guess what the "right" answers were, but that the job of the respondent was just to indicate what his thinking was at this point in time. Administration of these tests required about an hour and a half.

Administration of Post Meeting Reaction Sheets (PMR's)

Each institute director received a package of about 35 envelopes, with postage, addressed to the study director. Each envelope contained enough PMR's on each of the topics for all of the participants. The topics, such as "field trips", were written on the outside of the envelope. After an experience, the director was to hand out the post-meeting reaction sheets, which were to be completed, then collected by a member of the institute, and mailed back to the study director. These post-meeting reaction sheets were then tallied, the comments summarized, and the results shared with the directors of the institutes.

Statistical analysis

The semantic differential. The form of analysis which was used had been developed by Dr. E. D. Lawson. Of the eighteen concepts, placed in a random order on the pages of the test booklet, six were used as definitions. These were: *Good Teacher, Bad Teacher, Strong Teacher, Weak Teacher, Active Teacher, and Passive Teacher.* The mean values for these concepts were used as operational definitions of good and bad, the Evaluation dimension, strong and weak, the Potency dimension, and active and passive, the Activity dimension, for the subjects. A Wilcoxen matched-pairs signed-ranks test (Siegel, 1956) computer program (International Business Machines, Corp. 1968, p. 70) had been modified to enable derivation of evaluation, potency and activity scale scores (Subroutine MPAIR) for the twelve concepts measured.

Paragraph test and attitude scale. First a scale was written for the paragraphs in each section on the basis of the judges' ratings. An answer key was developed so that a total discrepancy score could be obtained for each subject, the score being the difference between responses of the subject and the composite rating of the judges. For both the paragraph test and the attitude scale, analysis of covariance was the statistical test used. In order to minimize the chances of making a type I error, a significance level of .01 was chosen.

The nonequivalent control group design used in the study is similar to the pretest-posttest control group design #10 (Campbell and Stanley, 1963). The analysis of covariance is recommended, although "application of covariance to this (the nonequivalent control group) setting requires assumptions (such as that of homogeniety of regression) less plausible here than in pretest-posttest control group setting," as concluded by the same authors (1963, p. 219). Although analysis of covariance may be less plausible for this design, it is used because it is more appropriate than simple pretest-posttest comparisons and tests for significance.

RESULTS

Did participants in the institutes experience a greater attitude change than if they had not attended the institutes? The findings shown in Table 5 indicate that posttest scores were higher on both the paragraph test and the attitude scale, significant at the .001 and .01 levels, respectively.

TABLE 5

Multivariate Analysis of Covariance between Institute Participants and the Control Group, using the Attitude Scale and Paragraph Test Posttest as Dependent Variables.

F-Ratio for multivariate test of equality of mean vectors = 4.6562

D.F. = 6 and 192 *p less than .0002*

Variable	Univariate F	*p less than*
Attitude scale	4.1688	.0081
Paragraph test	7.4505	.0002

Degrees of freedom for hypothesis = 3

Degrees of freedom for error = 97

2 Covariates used were attitude scale and paragraph test pretest

DISCUSSION

It seems reasonable to conclude that the observed gain occurred primarily as a result of the experiences of the institutes, since most sources of internal invalidity were relatively well controlled. In addition to an overall gain, these findings included several specific changes on the paragraph test and the semantic differential which are discussed in detail in Appendix A. There was a similarity of findings, that attitude change did occur, on three relatively independent measurement processes. The advantage of using more than a single measure is indicated by Webb, "Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced (Webb, 1966, p. 3)." These three tests were certainly different in conceptual framework, appearance, and scoring, yet findings were similar. Since the participants in the institutes were a self-selected group, it would not be possible to predict similar results with a random sample of classroom teachers, but it does seem reasonable to expect similar results with a similar, self-selected sample of teachers who were interested in migrant or other disadvantaged children.

The plan for monitoring the institutes was to utilize the findings from the post-meeting reaction sheets. This would have allowed some discussion of the events of the institutes, although specific cause and effect interpretations would not have been possible. It was possible to use post-meeting reaction sheets from only two of the institutes, however, and the following discussion is limited to findings from the 35 complete sets received. These included reactions to the following: consultants, readings, films, the internship experience, staff presentations, discussions and field trips.

On the basis of the schedules, the most thoroughly used resources appeared to be consultants and the internship experience of working with migrant children. If there is a relationship between amount of exposure to an experience and attitude change, it could possibly be concluded that these were the attitude change producing factors. The reactions to the consultants were so varied, however, that it was not possible to generalize. What seemed especially important to effective use of consultants was the discussion following the presentations. This gave the consultant resource a great deal more flexibility in interacting with participants than could have a film or television presentation. On the basis of the post-meeting reaction sheets, the experience of working with the migrant children was a satisfying experience.

Two of the films, "Harvest of Shame" and "What Harvest for the Reaper?", were rated positively as were the readings, discussions, presentations by staff members and field trips. It seems reasonable to conclude that the combination of all of these experiences was responsible for the attitude change; it is not possible to discuss the effects of specific events.

RECOMMENDATIONS

The findings of this study indicate that attitude change, as defined herein, was achieved by the three institutes. If this positive teacher attitude toward migrant children is a desired quality, these findings should justify continued support for these programs.

Four recommendations could be made with reference to the components of the programs.

Consultants and the internship experience were the most heavily used of the resources. It is very possible that the changes shown on the paragraph test and the semantic differential, such as very specific awareness of conditions of migrant life, optimism about the potential of the children, and optimism about the abilities of the teachers to help them would not have occurred without these experiences. Continued utilization of these resources is certainly to be encouraged.

The post presentation discussions with the consultants appeared to be important to the programs, and continued allocation of time for this is also to be encouraged. The participants experienced a variety of inputs, and, as can be seen in the findings, some of their attitudes and meanings of concepts changed. It may be that they need such occasions to "digest" these experiences and to decide what is happening to them and what the implications are for them. Discussions with their peers, who are also sharing these new feelings and changes in their thinking, may well help in the process of "pulling things together."

A third recommendation could be made with reference to a direction for the programs. The measured attitude change focused on three dimensions; if the experiences of the workshops were planned to achieve these specific changes, perhaps even more change would be achieved. What is suggested is that objectives be modified accordingly for these institutes, at least with respect to dimensions of teacher attitude.

For further evaluation of these, programs, several possibilities emerge. A subsequent study could be conducted to determine the stability of the post-institute attitudes, the degree to which the teachers incorporate practices learned at the workshop, and are actually working with migrant or other disadvantaged children. This study was concerned only with affective or attitudinal factors. An investigation into cognitive, achievement, or intellectual factors would also be important and appropriate.

APPENDIX A. DIMENSIONS OF ATTITUDE CHANGE

Appendix A. Dimensions of attitude change

Findings from the semantic differential and the paragraph tests were utilized to determine changes in meanings. These are discussed separately for each of the three institutes.

Brockport

An inspection of Table 6 indicates ten changes in the meanings of nine concepts on the semantic differential. On the evaluation dimension, Crew leader was no longer Good. On the Potency dimension, Work was no longer Strong, and Teacher of migrant children became Strong. On the activity dimension, Teacher of migrant children, Parents, Migrant child, Teacher, Grower, and Work became more significantly associated with Active. These changes suggest that as a result of this institute experience, these participants saw their own roles as teachers and as teachers of migrant children as being both more significant and as having more ability to carry out their responsibilities. Further, both migrant and non-migrant groups were rated similarly at the end of the institute, suggesting that the participants saw racial and cultural differences as being less important.

TABLE 6

Pretest and Posttest Meaning on the Semantic Differential as shown by Z scores for Association of Concepts with the Dimensions of the Semantic Differential for the Brockport Institute.

Concept		Evaluation Dimension Bad- Good+	Potency Dimension Weak- Strong+	Activity Dimension Passive- Active+
Parents of migrant children	pretest	+3.888**	-0.714	+2.677**
	posttest	+3.942**	+0.114	+3.194**
Parents	pretest	+3.700**	+0.929	[+2.543*] a
	posttest	+3.629**	1.025	[3.437**] +b
Migrant child	pretest	+4.049**	+1.457	[+2.543*] a
	posttest	+4.345**	-1.248	[+3.171**] +b
Child	pretest	+4.049**	-1.095	[+2.435*] a
	posttest	+4.157**	+0.228	[+3.571**] +b
Teacher of migrant children	pretest	+3.888**	+1.143	[+2.429*] a
	posttest	+4.286**	+2.386*+b	[+3.457**] +b
Teacher	pretest	+3.915**	+0.243	[+2.435*] a
	posttest	+3.729**	+0.849	[+3.371**] +b
Grower	pretest	+3.754**	-1.343	[+1.964*] a
	posttest	+3.400**	+0.852	[+4.086**] +b
Work	pretest	+4.076**	+2.127*	[+2.200*] a
	posttest	+3.800**	-0.443 -b	[+4.143**] +b
Crew leader	pretest	[+2.731**] a	-1.034	[+2.571**] a
	posttest	[-0.143] -b	-0.633	[+2.305*] -b
Unemployment	pretest	-2.785**	+0.229	[-0.086]
	posttest	-4.143**	+0.517	[-0.517]
Poverty	pretest	-3.054**	+0.912	-1.251
	posttest	-4.211**	-0.152	-1.886
Social welfare recipient	pretest	-0.057	+1.229	+1.607
	posttest	-1.582	+0.289	+1.800

*p less than .05
**p less than .01
[a]Changes significant at the .01 level circled
[b]An increase in level of significance is shown by a + and a decrease in level of significance is shown by a -

Fredonia

On the semantic differential, Table 7 shows a change in meaning in eleven of the comparisons. Parents of migrant children become more significantly associated with Good on the evaluation dimension, changing from the .05 to the .01 level of significance. On the potency dimension, Migrant Child was no longer associated with Strong at the .05 level, but 9 concepts achieved a significant association with one of the ends of the activity dimension. Parents of migrant children became associated with Active at the .05 level, and Parents, Migrant child and Child, Teacher of migrant children and Teacher, Grower, Work, and Crew leader became associated with Active, all at the .01 level. This suggests a change in self perceptions as teachers and as teachers of migrant children in the direction of being more able to take an active role with children, and in perceptions of both migrant parents and parents. Children and migrant children were also perceived as being less passive with, perhaps, resources to draw upon. The similarity of ratings for both migrant and non-migrant individuals suggests that as a result of the institute experience, the participants became more aware of similarities than differences between people of differing races and cultures.

TABLE 7

Pretest and posttest meanings on the Semantic Differential by Z scores for association with the Dimensions of the Semantic Differential for the Fredonia Institute.

Concept		Evaluation Dimension Bad- Good+	Potency Dimension Weak- Strong+	Activity Dimension Passive- Active+
Parents of migrant children	pretest	+2.354* a	+1.682	+1.943
	posttest	+3.893** +b	-0.443	+2.543* +b
Parents	pretest	+4.265**	+ .274	+1.251 a
	posttest	+4.197**	-0.465	+3.029** +b
Migrant child	pretest	+3.727**	+2.193*	+1.359 a
	posttest	+4.106**	-1.529	+2.743** +b
Child	pretest	+4.292**	- .958	+1.400 a
	posttest	+4.197**	-1.207	+2.950** +b
Teacher of migrant children	pretest	+4.292**	+ .061	+1.359 a
	posttest	+4.136**	-0.121	+3.314** +b
Teacher	pretest	+4.049**	+ .471	+1.771 a
	posttest	+3.893**	-1.349	+2.714** +b
Grower	pretest	+4.265**	+1.090	+1.197 a
	posttest	+3.847**	-0.260	+3.376** +b
Work	pretest	+4.345**	+ .371	+1.286 a
	posttest	+4.197**	-0.604	+3.029** +b
Crew leader	pretest	+4.265**	+ .874	+ .821 a
	posttest	+3.133**	-0.121	+2.571** +b
Unemployment	pretest	-3.538**	+1.574	- .148
	posttest	-3.711**	-1.167	+0.829
Poverty	pretest	-4.103**	+1.305	- .336
	posttest	-3.520**	-1.449	-0.689
Social welfare recipient	pretest	-1.305	+1.789	+ .955
	posttest	-0.943	-1.493	+1.855

*p less than .05
**p less than .01

[a]Changes significant at the .01 level circled.
[b]An increase in level of significance is shown by a + and a decrease in level of significance is shown by a -.

Geneseo

Table 8, summarizing the findings for this institute on the semantic differential, shows a change in meaning for eight of the concepts in eleven of the comparisons on the Semantic Differential. Crew leader was still Good on the evaluation dimension, but changed from the .01 to the .05 level of significance, and was no longer associated with either end of the potency dimension and the association with the activity dimension. Work became associated with Strong on the potency dimension, but Parents of migrant children, Migrant child, Child, Teacher of migrant children, and Grower were neutral on the activity dimension. The level of significance for the association with Active on the activity dimension changed from .01 to .05 for Teacher and Crew leader. Of the 11 changes, 9 represent a drop in level of significance for the association between the concept and a dimension of the Semantic Differential. At the conclusion of the institute, Parents of migrant children and Parents, Migrant child and Child, and Teacher of migrant children and Teacher were rated similarly by the participants on most comparisons, the difference being that Parents were Active while Parents of migrant children were not, and Teacher of migrant children was less Active than Teacher.

TABLE 8

Pretest and posttest meanings of concepts on the Semantic Differential as shown by Z scores for association with the dimensions of the Semantic Differential for the Geneseo Institute.

Concept		Evaluation Dimension Bad- Good+	Potency Dimension Weak- Strong+	Activity Dimension Passive- Active+
Parents of migrant children	pretest	+1.257 a	+0.400	+2.070*
	posttest	+4.023** +b	-0.544	+1.486 -b
Parents	pretest	+3.543**	-0.486	+3.029**
	posttest	+3.538**	+1.241	+2.629**
Migrant child	pretest	+3.391**	+1.114	+2.349*
	posttest	+4.345**	+1.006	+1.004 -b
Child	pretest	+4.254**	-0.429	+2.756** a
	posttest	+4.345**	-1.396	+1.743 -b
Teacher of migrant children	pretest	+4.203**	+0.517	+2.603** a
	posttest	+3.942**	+1.870	+1.914 -b
Teacher	pretest	+3.670**	-0.057	+2.883**
	posttest	+3.296**	+1.183	+2.190* -b
Grower	pretest	+3.924**	+0.514	+2.070*
	posttest	+3.296**	-0.260	+1.764 -b
Work	pretest	+4.000**	+0.286	+2.220*
	posttest	+3.780**	+2.090* +b	+2.371*
Crew leader	pretest	+3.568**	+1.971*	+2.973** a
	posttest	+2.400**	-0.166 -b	+2.007* -b
Unemployment	pretest	-3.924**	-0.257	+0.108
	posttest	-3.754**	+1.285* +b	-0.229
Poverty	pretest	-3.670**	-0.657	-0.309
	posttest	-3.942**	+0.926	+0.601
Social welfare recipient	pretest	-1.181	-0.457	+0.578
	posttest	-1.547	+0.893	-0.543

*p less than .05
**p less than .01

[a]Changes significant at the .01 level circled.
[b]An increase in level of significance is shown by a + and a decrease in level of significance is shown by a -.

APPENDIX B. INSTRUMENTS

B.1. THE SEMANTIC DIFFERENTIAL

B.1.1. Set of bi-polar adjectives used

fast ___:___:___:___:___:___:___: slow

debtor ___:___:___:___:___:___:___: creditor

honest ___:___:___:___:___:___:___: dishonest

valuable ___:___:___:___:___:___:___: worthless

active ___:___:___:___:___:___:___: passive

good ___:___:___:___:___:___:___: bad

strong ___:___:___:___:___:___:___: weak

robust ___:___:___:___:___:___:___: unhealthy

energetic ___:___:___:___:___:___:___: lazy

powerful ___:___:___:___:___:___:___: powerless

B.1.2. Directions to participants

INSTRUCTIONS

We all carry in our minds a "picture" or an idea of how certain people look and act. Psychologists have been trying for a long time to find out just what these ideas are. This form is part of a new way of finding out, and getting at these ideas. You will be asked to describe various people about whom you have heard and people whom you know personally. We also wish to know whether or not this method will get at ideas of more abstract concepts.

Each page of the booklet presents a concept (such as Good Teacher) printed at the top and to the left of the page and a series of scales (such as good--bad) down the page. Please rate the concept which appears on the page on each of the seven-point scales on the same page.

Thus if you feel that the concept is extremely closely associated with the word at one end of the scale, you might place your check mark as follows:

good ___:___:___:___:___:___:_✓_: bad

If you feel that the concept is quite closely associated with one end of the scale, you might check as follows:

clear ___:_✓_:___:___:___:___:___: hazy

If the concept seems slightly related to one end of the scale, you could check as follows:

beautiful ___:___:_✓_:___:___:___:___: ugly

If you consider that the concept is related to neither end of the scale or to both ends of the scale equally, you would check the middle space on the scale:

realistic ___:___:___:_✓_:___:___:___: idealistic

IMPORTANT: Please (1) place your check marks in the middle of the spaces, not on the boundaries:

:___:_✓_:___: THIS :___:_✓_:___: NOT THIS

(2) do not put more than one check mark on each scale.

(3) be sure that you check each item; do not omit any.

The success of this method depends on how accurately you describe your own picture of these concepts. Work fairly quickly, without spending a great deal of time on individual items and make each response independently of the others without checking back and forth through the booklet.

Please write your name on the back of the booklet so that these results may be compared with those on other measures. No answers will be shown to any of the workshop staff.

B.2.1. The paragraph test

INTRODUCTION

The materials in this bulletin are divided into sections. Within each section you will find a number of points of view concerning an aspect of migrant life which we feel is vitally important.

In our estimation, every one of these paragraphs represents the views of some people living in the United States. The great variety of attitudes is evidence that ours is a nation of many cultures. All of us are exposed at one time or another to these diverse strands of our cultural heritage. Our big job, therefore, is to see more clearly what we believe.

There are no "correct" answers in the usual sense of the

word. The most important aim for you and for all of us is to clarify our attitudes and to know ourselves. Don't let anyone else do your thinking for you. Think for yourself.

Directions:

Directions for studying the materials and responding to them are included on the separate answer sheet. Please do not write on this booklet.

SECTION A Migrancy and Human Development

A.1. Some migrant families and their children would like to settle in one place and have some sort of residence of their own. They miss having friends they have known for years, and become tired of traveling. As a result of the migrant life, these children come to school with deficits in their ability to "learn how to learn." They lack many of the experiences of middle class children, and are at a very low level of linguistic development. Children also learn a great deal about themselves from their peers. If the peer group is entirely migrant, the self concept is narrow and restricted. Since some children spend their entire childhood and growth period without the impact of a wider peer group, they have lost something extremely vital to their development.

A.2. When a field such as a vacant lot has lain idle for some time, one finds that in order to cut the grass (and weeds) that this induces a loss. Often flowers and wild strawberries are also destroyed. There is some research which seems to indicate that there are many positive aspects stemming from cultural deprivation. The question is rarely posed whether we want to save these positive qualities, and whether it is possible to save them while destroying the negative influences. From what is the child to be rehabilitated, and to what? All of these are value questions and must be answered before real changes should be suggested. It must also be considered what is meant by the term "culturally deprived." Too often, "cultural difference" and "cultural deprivation" are considered to be synonymous, when in reality there is not deprivation, only difference. "Rehabilitation" is not a proper word to use with respect to most programs for migrants because it implies that their values are wrong when their values are only different. Our goal, then, should not be to increase or decrease the importance of their values or ours, but to stress the questioning of all values.

A.3. It doesn't make much difference to a migrant family how they live in any given place, since they will leave it soon. Not having lived in a house they don't miss having one nearly as much as if this were something that they had lost. As a group, migrant children have more contact with their parents than do non-migrant children. There are exceptions, of course, but most migrant camps are adequate and well kept up, and there is a good family life for these children. Many of the people who are trying to improve conditions for migrant workers fail to understand many of the problems of introducing basic social and cultural change. Many migrant families are more careless and destructive than is commonly realized, and several of the aspects of migrant camp life which distress visitors are germane to the migrant culture.

A.4. The migrant child really lives a bad life. Deep down, he realizes that just about every other child in the country is better off. Sometimes, when he's going from one place to another with his family, and sees a

house with children playing, he must feel a lot like crying because he doesn't have a house to stay in and he's always going from place to place. In fact, he never really had anything of his own--there is no place that is his to rest and sleep and no things that are really his. There is no sense of his space, his things, or a life that is his.

A.5. Developmental psychology studies of children indicate that children whose fathers move because of job change do better in school on the average than do children whose fathers remain in the same community. In terms of self-realization, migrant children have as many resources to draw on as any other group of children. As infants, they are allowed great freedom in moving about. As they leave the infant and baby years, they become very responsible for one another. Older siblings will feed and clothe the younger siblings, and they sleep and work together, following their parents. With the competent teachers who are becoming more prevalent in the schools for migrants, children in the migrant stream are able to complete school and do well in the occupations that they choose.

A.6. There are some real advantages to the life of a migrant worker, surprisingly enough, and he may become a rather special kind of person because of his life. Migrant workers have been described as being hard, tough, shrewd, canny, undeluded, undeceived, open, honest and self-sacrificing. Even at this point in the twentieth century, it may be what Rousseau, Thoreau and other early observers described as the result of a life spent with nature. All the dimensions of this is not true for most people. Many observers have remarked on the surprisingly perceptiveness and wisdom of these uneducated people.

SECTION B. Causes of Poverty and Rural Migrancy

B.1. The system under which a migrant laborer works operates to keep him poor and uneducated, largely because of its origin in a slave economy. The migrant is, in effect, a traveling sharecropper in a system which developed in the post-Civil War south. In order to find enough work to maintain an existence, sharecroppers became prevalent throughout the South and Atlantic Coast. A similar system had developed along the West Coast, using Oriental, Mexican and Philippine labor. The sharecropping style of farming depends on unskilled, hand labor and the migrant workers of today face about the same conditions of those in the post-Civil War or 1930's period. There is no provision in the system for the migrant to work his way out.

B.2. Children of the poor are not properly motivated, and need to be given greater hopes of tangible reward for diligent application to schoolwork. The poor have not shown sufficiently strong faith in education to improve themselves. Schools have an interest in these children, but are not responsible for overcoming these motivational deficits. With the current emphasis on poverty programs, the schools of today are far better equipped to handle disadvantaged children than they were in the past. In comparison with previous disadvantaged groups, migrant families have many more opportunities to rise from poverty. The school, however, cannot be expected to overcome the problems of those who do not

try. One interpretation of the high incidence of early school dropout of migrant children is that, as a group, they have not shown faith in education.

B.3. Many migrant workers are ignorant and lacking in initiative. They are not lazy; the work is hard. However, in comparison with the early European immigrants who were equally poor and sometimes came as indentured servants, the migrant workers as a group have historically been unable to rise from poverty, even with governmental assistance. With thrift, hard work can eliminate poverty. The expenses of the migrant family are not large since they are fed and housed by the grower. A few migrant workers have been able to set aside surprisingly large amounts of money from their earnings and either establish themselves in communities in the United States or return to Mexico or Puerto Rico relatively well off, but these are the exceptions. As a group, most stay in migrant work, and do so because they want to.

B.4. Migrant children perform poorly, typically because of an interaction between genetic inadequacy and cultural inadequacy. Although Jensen was the first to draw attention to the genetic problem, it had received considerable study prior to this. As an example of "cultural inadequacy," many migrant women choose to have their babies away from hospitals; it is a different problem. Usually, public health workers have attempted to get them to use the hospital facilities. Migrant families have their own life, however, and they don't always do things in the style of the middle class American culture. There is a more basic problem of ignorance and superstition to be solved before real gain can be made.

B.5. The farmer is trapped between what society expects in the way of treatment of workers and what his competitive position enables him to pay. Chain stores fix prices for farm products at a level that does not allow him to make significant improvements in the wages he pays. There is an additional problem for the grower, in that as farming has become more efficient, farmers represent but a fraction of the American voting public. With the exception of local politics in rural areas, the grower has little political power in comparison to labor, manufacturers or retailers. Migrant workers drastically outnumber the crew chiefs and growers, and there is no reason for the migrant worker to have to endure poor treatment.

B.6. Although some legislation has been passed covering housing, child labor, wages, crew leader contracts and motor vehicles, this is true for only a few states and migrants have benefited only slightly. Some are still violated, workers are exploited by crew chiefs, and many children work in the fields who should be in school.

SECTION C. Ease of Escape From Poverty

C.1. The wages and working conditions of migrants have been much worse in the past than they are today. Initially, the migrants worked as sharecroppers, living under conditions similar to the slaves, but especially since World War II, tremendous changes have been made to improve conditions and the general welfare of the migrant farm workers. Many acts have been passed by Congress dealing with health, crew leader registration, day care for children of migrant workers, education, housing and sanitation. More recently there has been a heavy federal investment in the education of migrant children,

providing funds for aid to schools and workshops for teachers of migrant children. Since migrant work is essentially interstate, it falls directly under the jurisdiction of the federal government, and this is the main reason why conditions for migrant workers have improved so drastically. Now, the "real wages," that is money left after living expenses which are largely paid by the grower, and working and living conditions for migrant workers, are at least equal to those of many other occupational groups which fall only within state lines and have not benefited by special legislation.

C.2. To the migrant child who does go to school, it may seem that the manifested attitude of the school people is that they don't want him there. Some teachers will take an interest in him, while others may look at him sourly or act as if he is dirty or undesirable. Sometimes little attention is paid to him and he does not feel that he is wanted; it seems as if many of the teachers are happiest when he says that he is moving on.

C.3. In comparison to the alternative, migrant workers are relatively fortunate in being able to find work. Often, other members of these same families are unemployed or "unemployable" with alcoholism and time in jail common problems. In comparison, it is better to have thousands of practically unemployable people having some employment for some of the time than to have them unemployed all of the time, facing the debilitating experience of life on relief. As a result of special legislation and the difficulty of finding farm workers, wages have improved markedly in the last three decades. The "Grapes of Wrath" picture of migrant work is largely outdated.

C.4. The economics of the migrant-grower-chief-crew operate so as to keep the migrant worker at a marginal or indebtedness level, precluding a family from attempting to settle in a community. Often the grower or crew chief may contribute--giving the workers cheap wine, after which the drunken workers are arrested and the crew chief or an agent of the grower pays the fine and the migrant workers are further indebted. Although the migrant is an economic necessity to the farm economy in some communities, he is not considered part of that community. Community programs do not benefit him and he does not receive the fringe benefits and minimum wages of other workers. He certainly does not know about or understand how to get the services or facilities available to him, and he is often denied these services if he does ask.

C.5. Growers are the only major group of employers that furnish housing for their workers. The American Farm Bureau Federation, which the major growers employing migrant labor belong to, does not claim that the housing which members furnish is luxurious, but neither does the Bureau condone substandard housing. Within the context of what is available to unskilled labor in other occupations, the "real wages" for migrant labor are not bad, since the migrant worker does not have to pay living expenses. Because of the amount of hand work involved with some crops, migrant workers are very important to the farmers who depend on them and often have a real concern for their well being. Farmers often have a problem finding competent workers, as people today are becoming less and less interested in farm work. The crew leader's function is finding competent workers for the farmer. Consequently, although migrant workers could take other occupations, they find advantages in their present occupation.

C.6. The poor of today are more isolated residentially than before, and are often segregated by community in urban centers. The isolation from the non-poor of migrant

is almost complete. They are also isolated from American institutions; for example, about three times as many poor compared to middle class citizens are non-voters. As many as 90 per cent in the poverty class have no connection with a church, even the "store-front" churches of the slums. They are almost isolated, either from voluntary organizations as adults or from school activities as children. Migrants have been either expressly excluded or written out in actual practice from almost all conventional citizen and worker benefits enacted by Federal or State law. Residence requirements bar them from participation in the political process, and likewise, exclude migrants from receiving desperately needed help from public assistance programs, including welfare and food subsistance allowances.

C. 7. Often, when a migrant child comes to a school, the school will remember him since the travels of migrants in a given "migrant stream" are quite consistent over time. They will then try to pick right up with him where he left off and give him special teaching so that he doesn't waste a lot of time finding out what's going on and what the other kids are doing. Since World War II, several laws have been passed that have greatly benefited migrant families, especially in comparison with other occupational groups. For example, because of this legislation there is now more federal investment per child in migrant education than there is per child for non-migrant children. The same is true of secondary and higher education, so that the average migrant child has a better-than-average chance of success.

SECTION D. Education and the Migrant Worker

D.1. For the most part, schools are not particularly helpful to the migrant child, mostly because of circumstances out of the school's control. Most migrant children will grow up to be migrant field workers themselves, and don't need a great deal of academic knowledge to qualify for this employment. In fact, and often as a result of the "enrichment" activities of the school that have artificially broadened their horizons, adolescent migrants become frustrated with their lives.

D.2. The school must make the difference for the migrant. It is a hard, futile life, and only if he is properly educated can the migrant worker be able to achieve a permanent job. One thing that the school can do is to increase community awareness of migrant needs. Open houses, visits to the migrant camps and social contacts can increase the community's resources more fully to migrant families. If, on the other hand, the school accepts surrounding conditions without investigation or criticism, and by example encourages its students to do the same, it actually protects and fosters the power of vested interests of those responsible for deprivation. When it designs its program to deal only with cultural deprivation, this is a tacit approval of the conditions which breed such deprivation.

D.3. The school can do quite a bit. Even if it is old and not really attractively furnished, it is a new world, and, most importantly, it has seats or chairs and desks that the migrant child can "own" for day after day. He can actually have something, and the school, in this position and independent of outside social conditions, can have a considerable influence over the child.

D.4. For a long time in our history, various groups have theorized on the role of schools in social reform. Many of their plans were visionary or utopian, completely unrelated to existing realities. Consequently, education has not established a practical, theoretical base for social reform, although most educators are willing to engage in educational reform and experimentation. The educational system is more amenable to reform than the political system, economic system, or the family or religious structure. If there are social problems, much more is needed than for the educational system to make changed in curriculum and methods.

D.5. Taken as a group, migrant children have normal intelligence and have a great variety of experience. As a group they probably have more contact with their parents than do non-migrant children. What really stunts their development is days, weeks, months, or years of inappropriate school. They will suffer in their development until the school, as a social agency, shifts its emphasis on all classes and all groups including migrants.

D.6. It has not worked out well to regard the school as an agency for the solution to the social ills of a society. The school tends to reflect the values of the society that it serves, rather than to foster social change, and its best role is to provide a setting in which all can learn under the most ideal conditions possible. Migrant children experience feelings of guilt, of not belonging, and of powerlessness; many important developmental needs have not been met. Unfortunately, not enough is known as yet how to meet the needs of such a disadvantaged, transient group.

D.7. Schools are basically places in which children learn, but there are social conditions which stand as impediments to learning. A poorly clothed and ill-fed child is not likely to learn a great deal, except perhaps a lifelong bitterness toward his society. The school does not have the direct responsibility to see that children are properly fed and clothed, although teachers do recognize that a hungry and cold child is in no condition to learn. While teachers realize that the school cannot do everything to eliminate cultural deprivation, it may still do what it can in the context of the classroom to promote the conditions for learning as well as the learning itself.

B.2.2. Answer sheet

Name: _____ Date: _____

RESPONSE SHEET - DIRECTIONS

The purpose of the accompanying booklet, "The Migrant Worker in Contemporary America," is to help you clarify your own feelings about various aspects of migrant life. These materials are divided into 4 sections. Within each section are paragraphs describing different viewpoints which were collected at a recent symposium on migrant education.

First: Read all the paragraphs in Section A, "Migrancy and Human Development." Do this carefully, and as you read ask yourself how much you approve or disapprove of each paragraph. You may approve of some portions of it and disapprove of others, or you may both like and dislike the paragraph to some extent. You may also be uncertain about it.

Second: For each paragraph, indicate on this sheet whether you agree, disagree, or are uncertain about it. If you cannot make up your mind about the paragraph, mark it in the "Uncertain" column.

Third: Now identify the paragraph which comes closest to your own thinking. After you do this, please write what should be done to it to make it even closer to how you really feel on this issue. You may, in this response, refer to parts of other paragraphs.

Fourth: Do this for each of the following sections, B through D.

Section A. Migrancy and Human Development

Paragraph	Agree	Uncertain	Disagree
1			
2			
3			
4			
5			
6			

Which paragraph is closest to your own feelings?_____
What could be changed about it to make it even more exactly a picture of your own thinking on this issue?

Section B. Causes of Poverty and Rural Migrancy

Paragraph	Agree	Uncertain	Disagree
1			
2			
3			
4			
5			
6			
7			

Which paragraph is closest to your own feelings?____
What could be changed about it to make it even more exactly a picture of your own thinking on this issue?

Section C. Ease of Escape from Poverty

Paragraph	Agree	Uncertain	Disagree
1			
2			
3			
4			
5			
6			
7			

Which paragraph is closest to your own feelings?____
What could be changed about it to make it even more exactly a picture of your own thinking on this issue?

Section D. Education and the Migrant Worker

Which paragraph is closest to your own feelings?____
What could be changed about it to make it even more exactly a picture of your own thinking on this issue?

Paragraph	Agree	Uncertain	Disagree
1			
2			
3			
4			
5			
6			
7			

B.2.3. Instructions to judges

The enclosed booklet, "The Migrant Worker in Contemporary America," represents a new type of attitude test. It will be used to help measure attitude changes of the participants in summer workshops for teachers of migrant children. As with most attitude tests, the answers are scored by means of a graduated scale, so that one answer is given a higher or lower score for being "more right" or "less right." I am asking you, as an expert on migrant life, to indicate what should be the value of each summer (paragraph) in the accompanying booklet.

There are four sections to this test: A. Migrancy and Human Development, six paragraphs; B. Causes of Poverty and Rural Migrancy, six paragraphs; C. Ease of Escape from Poverty, seven paragraphs; and D. Education and the Migrant Worker, seven paragraphs. Some of these paragraphs sound concerned and realistic and contain attitudes that might be expected of participants at the conclusion of the workshops, while others contain popular bromides and half-truths that people might have had in the beginning.

Please read through this booklet and give a value of from 1 to 6 for the paragraphs in Section A and B, and from 1 to 7 for the paragraphs in Section C and D. Let "1" stand for an attitude which shows the least concern for and awareness of migrant problems, and the "6" to "7" stand for an attitude which shows most concern for and awareness of migrant problems, with the middle values standing for neutral attitudes. When you finish doing this, you will have ranked all of the paragraphs from "high" to "low" in each section.

Section A. Migrancy and Human Development

VALUE	1	6
DIMENSION	Migrancy and poverty are good for human development; there are advantages to the life; migrant children are the best off.	Migrancy and poverty are bad for human development; migrant children are the worst off.

Section B. Causes of Poverty and Rural Migrancy

VALUE	1	6
DIMENSION	Migrant workers are poor because they deserve to be poor; if the truth were known, they are not that poor; they lack the necessary qualities in order to do better; they live the life they prefer.	Migrant workers are poor because the system makes and keeps them poor; there is almost no way out.

Section C. Ease of Escape from Poverty

VALUE	1	7
DIMENSION	Migrant workers are much better off than people realize; besides, with all the help they get, they could really improve things for themselves if they wanted to.	Migrant workers are much worse off than people realize; the fact is, it is almost impossible for them to escape from poverty, no matter how hard they try.

Section D. Education and the Migrant Worker

VALUE	1	7
DIMENSION	Migrants don't need much education; besides, there isn't much that a school can do about such social problems as the conditions of migrant life; we don't know enough to even suggest major social changes.	Migrant children desperately need a good education, as this is almost the only way that they will be able to escape from rural poverty; the school must take an active role in this social change, and do specific things to help change conditions and community awareness

B.3. The attitude scale

THE MIGRANT CHILD: A SCALE OF BELIEFS

Each of the statements listed below expresses an attitude or concept concerning the migrant child. Please indicate on the answer sheet the extent of your agreement or disagreement with each statement according to the following scale:

If you strongly agree, blacken space by 1 ====

If you agree somewhat, blacken space by 2 ====

If you are undecided or uncertain, blacken space by 3 ====

If you disagree somewhat, blacken space by 4 ====

If you strongly disagree, blacken space by 5 ====

Please work quickly, since first impressions are usually the best.

1. Even the most creative teacher of migrant children can expect to attain only very limited gains with them.

2. Since the migrant child's verbal ability is so poor the teacher should take every opportunity to correct his speech errors.

3. The migrant child is not a good subject for "inductive" teaching.

4. Few teachers prefer to work with migrant children.

5. The curriculum for migrant children should consist of self-contained activities which are minimally related to what has gone before or what is to come.

6. The migrant child is more difficult to understand than the middle class child.

7. The teacher of migrant children should avoid references to the child's home and community in her lessons because these are likely to be painful and unpleasant subjects for the pupil.

8. Most teachers are fearful about teaching in schools for migrant children.

9. Since the migrant child learns best through constant repetition of the same material, the "spiral" approach is not applicable to him.

10. Because of his overly-concrete mode of thinking, the migrant child is rarely capable of handling abstract concepts.

11. The migrant child's frequent outbursts of hostility are really hard to take.

12. It is difficult to understand why some migrant children want to come to school so early in the morning before school opens.

13. In reaching the migrant child, the teacher's personal contribution is more important than having the proper curricula materials.

14. One of the hardest things to get used to about teaching migrant children is that most of them come to school quite unclean.

15. The migrant child's capacity for learning is pretty well set by the time he reaches school age.

16. The new curriculum approaches developed for gifted children have little relevance for teaching the migrant child.

17. The search for new curricula for the migrant child is too recent to have provided approaches of concrete value to the teacher.

18. The teacher should disregard the complaints of the migrant child who constantly talks about imaginary illnesses.

19. A teacher of migrant children should focus on reading and give only residual attention to other curriculum areas.

20. The migrant child's ability to observe is not as impaired as his verbal ability.

21. Because the migrant child is unused to intellectual stimulation, he should then be exposed to it in very small doses.

22. One of the frustrations in working with migrant children is that they do not really appreciate your efforts.

23. The migrant child has a greater need to experience success in school than the middle class child.

24. Slow migrant children certainly try one's patience.

25. Most migrant children do not have the "stick-to-itiveness" to use programmed self-instructional devices.

26. It is unrealistic for the teacher of the migrant child to set her sights high.

27. Teaching migrant children can be as satisfying an experience as teaching advantaged children.

28. The migrant child should not be made to feel that middle class values are more acceptable to the teacher than lower class values.

29. It's discouraging to try new teaching approaches with the migrant when the children do not even pay attention to what the teacher is saying.

30. There is too great an emphasis upon "keeping order" in the classrooms for migrant children.

31. Having been raised in a separate community, the migrant child is not aware that his culture is different from that of society-at-large.

32. The migrant child requires a consistent environment; therefore team teaching is not a suitable approach for him.

33. Teaching the migrant child is truly a matter of all work and no play.

34. The teacher of migrant children should stick to recommended techniques and avoid experimentation.

35. The school is often to blame in cases of truancy for migrant children.

36. Because the migrant child displays a delayed learning "readiness," more complex concepts should not be introduced until the latter grades.

37. A teacher at a migrant school runs substantial risk of being physically harmed.

38. A migrant child's use of "hip" expressions should be corrected immediately.

39. Role-playing is not suitable for the migrant child because of his difficulty in expressing himself.

40. Migrant children should be given more freedom in the classroom than they usually get.

41. As long as the parents of migrant children remain apathetic and irresponsible, the teachers can expect to accomplish very little with these children.

42. A teacher cannot be expected to mitigate intellectual damage suffered by a migrant child by the time he reaches school age.

43. A migrant child should be helped from the beginning to understand that his language is not the language he is expected to use in school.

44. Especially with migrant children, the teacher should check to see if every homework and classroom assignment has been completed.

45. Teachers probably overemphasize the seriousness of such migrant children's behaviors as the writing of obscene notes.

46. In the battle to overcome his difficult environment, the migrant child has not developed a sense of fair play.

47. Aggressive migrant children pose the greatest problems for the teacher.

48. The migrant child's curriculum should emphasize only the most essential skills and knowledge he will need to get along.

49. The low achieving migrant child is probably not applying himself.

50. If a teacher succeeds in motivating only one out of five in a class of migrant children, she is doing well.

B.4. The post-meeting reaction sheets

Name_____ Date_____

Event_____

PMR* PRESENTATION BY STAFF

1. How much do you feel that you learned today?

:	:	:	:	:
Didn't learn anything	Learned a little bit	About average learning	Learned more than average	Learned a lot today

1a. Please write why you feel this way._____

_____

2. How clear was it why we had this presentation?

:	:	:	:	:
Not clear at all	Not so very clear	so-so	Pretty clear to me	Very clear to me

2a. What do you think was the reason for the experience?_____

_____

3. How often did you feel lost during this experience?

:	:	:	:	:
Lost most of the time	Lost some of the time	so-so	Lost a couple of times	Not lost at all

3a. What made you feel lost?_____

_____

4. How do you feel about your participation in this experience?

:	:	:	:	:
Not satisfied at all	Not very satisfied	so-so	Fairly satisfied	Very satisfied

4a. Why do you feel this way?_____

_____

5. How do you feel about how the director handled this experience?

:	:	:	:	:
Not satisfied at all	Not very satisfied	so-so	Fairly satisfied	Very satisfied

5a. Why do you feel this way?_____

_____

* PMR's were also developed using this same format to be used after: field trip experience; consultant; internship experience; discussion; and readings.

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